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ABSTRACT

The fourteenth session of Unesco authorized the establishment of an international committee for the advancement of out-of-school education. The first meeting of the committee, held in Paris 18-26 March 1968, took care of election of officers and other procedural matters, established sub-committees on adult education, literacy, and youth activities, and then devoted the major part of its time to discussion of priorities and concepts within their field of expertise. Childhood education was considered particularly in relation to the idea that the education of children should be seen in a new light and radically reorganized, so that it is no longer viewed as ending with examinations and diplomas, but rather as something that must be continued throughout life. A need for new approaches to literacy education, especially in regions where literacy is to be achieved in other than the mother tongue, and for further research and experimentation in adult education, was also emphasized. (MF)

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UNITED NATIONS EDUCATIONAL,
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INTERNATIONAL ADVISORY COMMITTEE FOR OUT-OF-SCHOOL EDUCATION

Unesco House, 18-26 March 1968

REPORT OF THE FIRST SESSION

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I. INTRODUCTION

(a) The General Conference of Unesco, at its fourteenth session, authorized the Director-General to "set up an international committee for the advancement of out-of-school education to help him in drawing up and implementing Unesco's programme in this sector". The "International Advisory Committee for Out-of-school Education" was established, according to the Statutes approved by the 76th session of the Executive Board. It met for its first session at Unesco House from 18 to 26 March 1968.

(b) The meeting was opened by the Assistant Director-General for Education, Mr. Flexa Ribeiro, who addressed the Committee. (The text of the speech is given in Appendix 2.)

(c) Election of the Chairman:

Mr. Josef Grohman was elected Chairman of the first session of the Committee.

(d) Adoption of the Rules of Procedure:

Provisional rules of procedure were presented to the Committee and adopted without amendment.

(e) Election of Officers:

Mr. Sakari Kiuru, Professor Ramon Bonfil and Mr. Khoo Oon Soo were elected Vice-Chairmen of the Committee and as Chairmen of the sub-committees on adult education, literacy and youth activities, respectively. Mr. Carnet Page was elected Rapporteur-General. The Chairman and these officers constitute the Bureau of the Committee.

(f) Adoption of the Agenda and order of business:

The Committee adopted the Agenda of its first session. It decided to proceed to a general discussion in plenary meeting; then the sub-committees would undertake the detailed study of items of their specific competence; they would report to the plenary meeting which was to discuss, amend and approve the sub-committees' reports as an integral part of the Committee's report.

(g) Establishment of Sub-Committees:

It was decided that the sub-committees on adult education, literacy and youth activities would be established by the Bureau following consultation with Committee members.

(h) Tribute to late Arnold Hely:

A tribute was paid to the late Arnold Hely, former member of the International Committee for the Advancement of Adult Education, National Secretary of

Adult Education of New Zealand and Secretary-General of the Asian South Pacific Bureau of Adult Education, for his outstanding contribution in the field of adult education. The Committee rose and stood in respectful silence to his memory.

II. REVIEW OF THE WORK OF UNESCO IN THE FIELD OF ADULT EDUCATION AND YOUTH ACTIVITIES IN THE PROGRAMME PERIODS 1965-1967 (Item 6 of the Agenda)

1. As background for its discussion on this item the Committee had at its disposal extracts from the Director-General's reports for the years 1965 and 1966 on out-of-school education. The Secretariat described the major orientations of the programme during the period under review. These included: (a) the integration of out-of-school education; (b) the conception of education as a basic factor of social and economic development; (c) the emphasis on the necessity of out-of-school education planning; (d) the interdisciplinary approach to out-of-school education; (e) the elaboration and launching of experimental programmes; (f) the training of cadres; (g) the development of evaluation at all stages of given programmes; (h) the necessity for the support of public opinion.

2. The Committee welcomed the opportunity of discussing the whole field of out-of-school education in the context of this new Committee and felt that this was in keeping with modern educational trends.

3. It noted with approval the above-mentioned orientations of the programme and, especially, the trend towards the integration of out-of-school education at all levels. Several considerations were put forward, particularly regarding literacy, women's education, the use of mass media, youth activities and the rôle of universities in adult education.

4. The Committee emphasized the functional approach to adult literacy as an opening to larger educational programmes. Within the new functional approach the distinction between literacy and adult education was disappearing. Literacy was not to be considered as an end in itself but as a means of communication, of transmitting useful knowledge and skills, and as a factor of a greater mass participation in developing activities and in the making of history and culture of mankind. Further emphasis should be given to research on motivation and evaluation and to the co-ordination between interested governmental and non-governmental organizations on national and local levels. In this respect, Unesco's rôle as a catalytic agent was stressed. There was also need for international agencies to increase, co-ordinate and integrate more closely their aid to developing countries.

5. The Committee noted that the number of illiterates in Unesco's Member States which represented between 40 and 45% of the total population in 1950 had decreased to 38 to 43% in 1962. However, the absolute number of illiterates increased from between 497 to 522 million in 1950 to between 531 to 558 million in 1962. Deeply concerned by these alarming figures which obviously reveal an enormous waste of manpower and have the most serious economic and social consequences, the Committee stressed the importance of accurate and scientific evaluation of the economic aspects of human resource development, including the cost/benefit of formal education, the economic loss caused by "drop-outs" and the cost/benefit of

adult education. It urged that more public recognition be given to the fact that resources devoted to the education of youth and adults is one of the best single investments in the economic and social development of a nation and that economic development plans should include adequate provision for the human resource development which is an essential aspect of all such programmes.

6. The Committee urged that full provision should be made at all levels for equal access of women to education both because it would be intolerable to continue to handicap one section of society by lack of education and illiteracy, and because, on the one hand, of the great and positive influence that an educated woman can exercise on development and, on the other hand, of her immense possibilities to contribute to it directly. Where women are not yet emancipated special measures may be necessary to enable and encourage them to take advantage of educational opportunities and to convince men of the values of such participation. To this end, representatives of women's organizations and leaders of programmes for women should have access to appropriate conferences, meetings and discussions at which adult education programmes and problems are considered.

7. The Committee underlined particular contributions of mass media to the needs of adult education and literacy teaching. While expressing its appreciation of the very real contribution which a well-planned and integrated involvement of the instruments of mass communication can make to adult education programmes (ref. report of a meeting of experts convened by Unesco in November 1967), the Committee emphasized that, if not positively and constructively mobilized in support of such programmes, mass communications may fail to contribute appropriately to the learning process and may even have a negative impact by presenting the attractively and convincingly false value systems. Consequently, the Committee stressed the necessity of involving those who control the mass media in a well thought-out support of and participation in adult education programmes and in emphasizing the potential of the media in an educational environment. It felt further that out-of-school education should attempt to develop more discerning attitudes in the public towards the mass media.

8. In the framework of expanded programmes for youth, the Committee stressed the need for: more international exchanges of young people; more international co-operation and mutual support between national youth organizations; the recognition of the major rôle which students can play in solving the problems of young people's adjustment to the modern world; the help to economically, socially and educationally deprived young people to prepare for an active place in their national economy. It was also pointed out that in developing countries, the existence of a rapidly expanding school education lacking adequate facilities and the widening of the gulf separating traditional home environments and schools urgently called for greater investments in out-of-school youth activities.

9. Some members suggested that while the universities might well serve as agencies to integrate experimental and operational programmes of adult education, they should not endeavour to replace the services normally provided by other agencies concerned with education and training at the levels indicated.

Recommendations

10. The essential problem at the present historic period being development, the Committee felt that one of the main purposes of out-of-school education was to contribute to it. In this connexion, the functional literacy programme was to be commended, as well as similar adult education programmes, planned in conjunction with socio-economic objectives. Considering the overall problem of organization and planning, the Committee agreed that an integrated programme for adult education required a strategy and policy on the part of government departments, international governmental and non-governmental agencies and national and local organizations. It must be integrated into plans for the economic and social development of the country and must be part of its overall educational system. The Meeting paid particular attention to the need for more information about the gaps and difficulties in national programmes, and about the larger problems which are sometimes created by spasmodic, short-lived and unco-ordinated efforts within local communities.

11. The Committee felt that it was of the utmost importance that the needs and aspirations of the people be taken into full consideration by governments in their efforts to solve the problems of literacy and adult education, which are an integral part of the overall national problems of economic and social evolution; they further stated that in response to the increasing new social pressures, which in turn create new and diverse pressures, governments should realize the immediacy of the problem and develop the appropriate required strategies to work toward its solution. In so doing, planners must be aware of the overall system of interdependent variables with which they are concerned and of which adult education is only one. These important variables include the new individual problems raised by the creation of a new way of life, by the tearing down of existing social values and institutions and by the essential need to replace them by appropriate new or greatly changed values and institutions; among these variables were also mentioned the need to train new leaders and skilled managers at all levels, the problems of recruiting, motivating and counselling the people and of promoting their continued involvement in the educational process itself and in its extension to the broad process of "animation", in the framework of the development of the community.

12. In order to improve the efficacy in this relatively new field, the Committee underlined the importance of international exchanges of information about experimental programmes in human resources development and about the results obtained. It noted that to be of practical value, the adoption of innovations arising from such programmes should be related in a pragmatic and meaningful way to the local environment. In addition, it felt that, together with the development of new educational methods, a very valuable contribution may be made by investigating how best to use various possible combinations of existing institutions and methods in given situations.

III. CONSIDERATION OF THE IMPACT OF THE CONCEPT OF LIFE-LONG INTEGRATED EDUCATION ON ADULT EDUCATION, YOUTH ACTIVITIES AND LITERACY PROGRAMMES (Item 7 of the Agenda)

13. The Secretariat invited the Committee's attention to the working document ED/C.C.OUT-ED.68/5. In commenting on this document, the Secretariat remarked that it is only in the past few years that the concept of life-long education has been discussed in a realistic sense, as an integrated approach to all educational sectors and fields.

14. The Committee upheld the statement on life-long integrated education in Unesco's Draft Programme and Budget for 1969-1970 (document 15 C/5). It was unanimous in urging that the integration of education as one life-long process be a major objective of Unesco's programme and it insisted on the interdependence of school and out-of-school education. The Committee pointed out further that the concept of life-long integrated education strengthens and goes beyond each of its specific aspects, implies a functional approach and links these aspects with economic and social development. A life-long integrated education necessarily carries radical transformations in present structures as well as deep changes in people's thinking.

15. It also supported the idea that "the education of children should be considered in a new light and should be radically reorganized seeing that the idea that it comes to an end with examinations and diplomas has been abandoned in favour of the view that it can and must be continued throughout life. Conversely, the adults capacity for study, training, advanced training and intellectual, cultural and moral progress in general, depends directly on the scope, nature and quality of the education he has received during his childhood and adolescence." It also recognized that "this concept has gradually become broader and has assumed new dimensions ... being ever more frequently used to designate all the ideas and activities whose aim is to provide a coherent and systematic view of the educational process as a whole in order to meet more adequately the educational needs of individuals and groups". (Document 15 C/5, paragraph 100). Thus, while the pattern of education over one's life-time becomes more closely orientated to the technological age, it must also be more inclusive as far as languages, the humanities, mathematics, science and the social sciences are concerned, each of these being carefully integrated into all programmes of study at every level, and related to thorough understanding of the socio-economic orientation of the people.

16. Life-long education is recognized as an economic as well as a social problem. It is a problem which, though primarily affecting the industrially developed countries, is of urgent concern to the developing countries as well. In each of the countries facing this problem, the primary responsibility rests inevitably with the national government, but the programme must engage fully provincial or State governments, local authorities, non-governmental organizations, the private and public sectors, and sometimes international technical and financial assistance. The many different participating agencies should all be included in an integrated system for life-long education which, in a variety of ways, will provide maximum opportunities for individual growth. Systems for life-long education

should be based on the real needs of the people. They should relate to their community and individual socio-economic conditions, to human rights and to equal access to education, and should be designed to broaden and to pursue the learning process, including indispensable skills.

17. It is highly essential, in the opinion of the Committee, that the formal educational system be integrated into life-long education. The concept of the new "open-ended school", designed to serve the community in a variety of ways, may well offer a sound basis for the programme.

18. As the link between formal and informal education should be developed, the Committee stated that professional teachers who have been trained to teach children require special in-service training and periodic refresher training, if they are to teach adults. It is possible and even desirable to recruit among the population and train non-professionals which require adequate supervision and support to be able to cope with the problems that may arise. Efforts should be made to ensure adequate recognition of the rôle of the teacher, both as a participant in the life-long education system and as a key member of the community. The system should be designed so that the teacher is permitted to teach pupils rather than simply to prepare them for "examinations".

19. The Committee stated that Unesco should bring to the notice of national authorities the importance of the concept of life-long education as a vital part of the socio-economic evolution of their countries; it should also encourage them to foresee the inclusion in national programmes of adequate provision and resources necessary for establishing life-long education systems integrated with the overall policies formulated in favour of the education, training and efficient and continued utilization of national human resources.

20. The Committee felt the need to draw the attention to some special aspects linked with life-long education:

(a) efforts should be made to have the education system generate the motivation for continuing self-development, with decreasing reliance on personal assistance and increasing use of other media such as books, programmed instruction and correspondence education;

(b) since modern economies are increasingly based on science, due attention should be given to promoting the popularization of science and the dissemination of scientific knowledge;

(c) elements pertaining to tradition, folklore and family life should be taken into consideration in formulating the programme;

(d) special attention should be directed to the problem of older or retired people.

21. Noting the extremely broad scope of life-long integrated education, the Committee formulated the wish to be informed about the programmes of Unesco's different Departments related to this concept, with a view to studying them and, eventually, to making recommendations about them.

Recommendations

22. The Committee felt that the concept of life-long education calls for: (i) research; (ii) pilot projects; (iii) demonstration projects; (iv) their evaluation, as well as (v) comparative studies of technology, methodology and materials. Because it is a new concept, and because it must continuously respond to changing needs and communicate new discoveries and techniques, life-long education must rest on a solid foundation of experimental study and research. Such efforts should lead to the adoption of a two-way channel of communication, with feed-back from the learners who, while studying a particular subject, will relate the advice of the specialist and the information received from the media to their own needs and experience. It requires the creation of a truly integrated system, involving all appropriate media and institutions and the development of skills capable of planning an efficient and effective system.

23. The Committee recommended that Unesco encourage acceptance of the concept of life-long education by:

(a) continuing to promote the discussion of the concept at all appropriate levels;

(b) encouraging the launching of a few pilot experiments in areas where a complex of institutions and agencies exist: the fact that such efforts would be carried out in a concrete framework should facilitate their development;

(c) preparing a list of organizations and institutions, other than educational, which should share responsibilities in life-long education;

(d) preparing a list of typical development projects as examples of development ventures other than educational in which adult education should be accepted as an essential element;

(e) assigning to a research team the task of identifying obstacles to the implementation of life-long education.

IV. PREPARATION OF FUTURE PROGRAMME FOR OUT-OF-SCHOOL EDUCATION 1969-1970 (Item 8 of the Agenda)

24. The Secretariat introduced this subject by reviewing the appropriate sections of the Draft Programme and Budget for 1969-1970 (Unesco document 15 C/5).

25. The Committee expressed its general satisfaction with the proposed Programme and Budget for 1969-1970 and complimented the Director-General on its presentation.

26. The Committee took note, with satisfaction, of the Director-General's proposals about the continuation and development of the World Experimental Literacy Programme. The strengthening of international co-operation in the field of functional literacy appears as a priority task of Unesco and corresponds to the

aspirations of many countries, as shown by the fact that 51 States have expressed, so far, their intention to participate in the Experimental Programme.

27. The members of the Committee offered the following observations:

(a) Whenever possible, in addition to encouraging the conduct of research and experimentation in out-of-school education, Unesco should provide assistance to active on-going programmes where necessary.

(b) It would be a useful service to all countries if Unesco were to provide leadership in the establishment of priorities in research and experimentation in out-of-school education.

(c) The equal access of women to education should be clearly indicated in all appropriate ways in the description of the proposed programme and budget.

(d) Unesco would render an invaluable service to certain developing countries if it were to co-operate with them and the international organizations concerned in arranging for the provision of adult education materials in the local languages.

(e) More specific reference should be made in the proposed programme and budget to the use of mass media.

(f) Particular attention should be directed to the needs of new literates and to the problems of transition from one's mother-tongue to a new official language.

(g) Particular attention should be paid to the potential contribution of youth itself in solving the problems of young drop-outs, to the situation of children in a changing world, and to the preparation of the new generations.

(h) In the development of programmes of physical education and sports, care should be taken to include appropriate traditional, indigenous sports.

28. Representatives of Specialized Agencies, intergovernmental organizations and international non-governmental organizations expressed keen interest in supporting the programme, particularly in the following areas:

(a) the preparation of middle-level personnel, including technicians and other para-professionals;

(b) the efficient utilization of human resources;

(c) the provision of consumer education;

(d) the recognition of the potentially great contribution of volunteer workers; and

(e) research on the question of what part of education can best be provided in school and what part of it can best be provided out of school.

29. The Committee underlined the desirability of closer collaboration between bilateral and multilateral aid schemes. In other terms, it would be desirable that the national programmes or bilateral co-operation be, when possible, related to or co-ordinated with such multilateral programmes and, moreover, that integrated multilateral and bilateral programmes be implemented.

30. Some members of the Committee commented on the varying levels of allocation of funds to the different items of the proposed programme and inquired whether this distribution reflected a change of emphasis on important activities, which could be a cause for concern.

31. The Secretariat, in replying to the discussion, noted that the comments offered by the Committee were in accord with the objectives and spirit of the proposed programme for 1969-1970 and that this was indeed gratifying, in as much as it reinforced the Director-General's own proposals. The Secretariat announced that Unesco plans to undertake a comparative study of school systems in the context of the objectives of life-long education. The Committee was given the assurance that throughout the proposed programme all activities are intended equally for both sexes. It was pointed out to the Committee that simple comparisons of the financial provisions in the Regular budget for the various programme items were not always to significance because these amounts do not necessarily reflect the degree of importance which Unesco attaches to the items to which they apply. In addition, various supplementary funds are made available from the Technical Assistance Fund and Special Fund; other forms of assistance should also be given due recognition.

Recommendations

32. While welcoming the broader view which is increasingly taken of out-of-school education as an integrated process, the Committee agreed that, at this time, continued emphasis is needed on the youth programme. Unesco should particularly encourage in Member States the association of young people to the development of existing and future programmes in this field, at the national and international levels, the Committee felt that further thought should be given to the proposed fusion of the Youth and Adult Education Divisions at Unesco, with a view to postponement to a more opportune date.

33. In concluding its analysis of the Unesco Draft Programme and Budget for 1969-1970, the Committee felt an obligation to bring to the attention of Unesco, and through it to the Member States, the disturbing upward trend in the absolute number of illiterates in the world, in spite of the commendable steps that are being taken to liquidate illiteracy. This quantitative lag constitutes a serious challenge to Member States, the United Nations and the Specialized Agencies and is bound to act as an impediment to economic development. The Committee was of the opinion that the urgent priority need for investment of human input in economic development should be brought to the attention of those responsible for planning and financial policies in national governments and international bodies. The Committee therefore suggested that Unesco might, jointly with other Specialized Agencies such as FAO, ILO and Unicef, make a further

appeal to national governments, international agencies and private industry, by pointing out the urgency of the problem and the danger inherent in the inadequacy of investment in functional literacy, adult education and training, at a time when the illiteracy of vast numbers of adults threatens the success of all developing efforts.

34. Following the mention by the Secretariat of Unesco and the representatives of a number of Specialized Agencies present (ILO, FAO, Unicef) of the growing possibilities for collaboration at all levels in working toward the solutions of various problems in out-of-school education, the Committee stated that the implementation of its suggestions or recommendations should be carried out, after consultation between the United Nations and the other Specialized Agencies:

(a) either by a contribution of Unesco to the programmes of other organizations;

(b) or, by a contribution by these organizations to Unesco's programmes;

(c) or, as far as possible, by integrated inter-agency programmes.

V. SOME CURRENT QUESTIONS IN ADULT EDUCATION, ADULT LITERACY AND YOUTH ACTIVITIES

(i) New trends in adult education (Item 9.1 of the Agenda)

35. The Committee agreed that the new trends of particular significance to adult education are the following:

(a) The quantitative increase of adult education.

(b) New educational demands of women: the growing participation of women in public and economic life, as well as changes in family life, have led women to demand a greater share in the access to education at all levels.

(c) The knowledge "explosion" and technological advances: there is a growing need to develop out-of-school activities for young people and adults, both for those who have and those who have not been to school, so that they may increase their capacity to absorb new knowledge and techniques.

(d) Retraining and further training on an unprecedented scale: due to the rapid rate of technological progress, a working man or woman may often be obliged to undergo several retraining periods in his or her life.

(e) Functional aspects of adult education: Informal, or out-of-school education, is gradually becoming more "functional" and better related to individual and community needs, particularly in facilitating the transition from one type of society to another, the transfer from one "milieu" to another, as well as in meeting the serious shortage of sub-professional and middle-level skills. In view of the urgent need for

stepping up production in developing countries, adult education of persons engaged in productive activities has become particularly significant.

(f) The rôle of enterprises: Retraining programmes are being provided more and more within industrial or agricultural enterprises where they give rise to a new and complex relationship between production on the one hand and the provision of adult education facilities on the other. In these programmes, particular attention should be given to the needs of individuals.

(g) The interrelationship between adult literacy teaching and adult education: On the world scale, adult literacy teaching is more and more considered as an essential part of adult education.

(h) The extension of "after work" activities: The development of different activities, including participation in civic and cultural life, leisure-time activities, etc., is having a great impact on adult education both in developed and developing countries.

(i) The growing impact of the mass media.

(j) Planning of provisions for adult education: This practice, which now exists in some parts of the world, makes provision for adult education more systematic, includes a part of out-of-school activities in the overall educational system, ensures that education is included in social and economic plans, strengthens the interrelationship between out-of-school and school education.

(k) Diversification of financial resources: As the need for adult education continues to grow, there is a trend towards combining governmental and non-governmental sources of financing - public budget and private resources, industry, foundations, etc.

(l) Complexity of adult education: Adult education is progresively including a wider range of activities, institutions, programmes, contents, etc., than ever before.

Recommendations

36. Taking into consideration these very important new developments, the following recommendations have been made:

1. Unesco is urged to publish a new book on developments in adult education in view of the new concept of life-long integrated education.

2. In order that the concept of life-long integrated education be implemented, it was considered imperative that all adult organizations, especially those of workers, women, and youth, be involved in the planning and application of educational policies and projects. Therefore,

Unesco should help Member States to find ways and means to develop democratic structures corresponding to new needs in this field.

3. In view of the trend towards an integrated and continuing adult education, embracing several disciplines, agencies and media, Unesco should emphasize in its own training programmes and point out in those organized by Member States, the need of joint training courses in which personnel from various educational and development disciplines, from the mass media and from administrative and other organizational agencies may be exposed to a common orientation.

4. As a component part of culture, scientific knowledge should be disseminated in the widest possible manner and integrated in the training of adult education leaders.

5. A certain degree of co-ordination between adult education institutions should be attempted, taking into account conditions in each country, as a step towards the integration of adult education.

6. The education of workers and people engaged in agriculture, and especially leadership training, is essentially their own responsibility as well as that of their organizations. But they must be given assistance, especially in the material, pedagogical and technical fields, resorting to legislation if necessary, so as to enable them to have access to continuous education. In this respect, Unesco and other Specialized Agencies should facilitate the participation of workers and farmers in educational activities and should promote the training of educators recruited among workers and people engaged in agriculture. Therefore Unesco, in collaboration with other Specialized Agencies, must continue to develop the technical, material, financial and pedagogical co-operation given to selected governmental or non-governmental projects. These activities may involve the responsibility of educational bodies, youth, workers, women and co-operative organizations.

7. Unesco should continue to favour the participation of women in every part of its programme regardless of the type of organization to which they may belong.

8. Unesco, along with other Specialized Agencies, should turn its attention to consumer education, in view of the increasingly complex problems posed by the choice and use of consumer's goods. Such an extension of education will have an effective influence on the economic and social conditions of countries and the welfare of the individual.

9. Because of the increasingly important rôle which universities, in addition to other bodies traditionally engaged in adult education, should play in the promotion of life-long education for all the community through teaching, research and the training of leaders, Unesco should, with the help of appropriate competent organizations, encourage discussion on this matter. In particular, a seminar should be convened

to enable representatives of universities in the developed countries to discuss with representatives of universities in the developing countries ways to aid the promotion of work concerned with adult education, with emphasis upon the implementation of the concept of life-long integrated education at all levels of education.

10. In the activities of Unesco in adult education, priority should be given to comprehensive projects aiming at active and organized general participation in the elaboration and discussion of educational programmes, through the collaboration, at all levels, of governmental and non-governmental organizations including co-operatives and unions of industrial and agricultural workers, women and young people.

(ii) Research in adult education (Item 9.2 of the Agenda)

37. The Committee, considering the lack of research in various fields related to adult education, underlined that Unesco should give priority to operational research. Regarding the areas of research, it was felt that both Member States and research institutions should pay attention particularly to: (a) sociological aspects of adult education including studies on group situations; (b) pedagogical and methodological aspects; (c) psychological aspects, including motivation, interests of adults, epistemology, etc.; (d) learning processes; (e) curriculum building; (f) measurement and evaluation; (g) training methods for adult education leaders; (h) philosophical aspects of adult education; (i) actual practices in the field of adult education; (j) development of adult education.

38. Regarding forms of activities, the Committee felt that Unesco's assistance could most usefully be given in:

(a) The organization of meetings, symposia or seminars attended by those engaged in agriculture. Universities and other institutes interested in research in adult education should be invited to co-operate in the organization of these meetings.

(b) The assembling and publication of information on the various experiments conducted in different countries and continents, together with information on the research undertaken and the results achieved.

(c) The promotion of collective studies and of meetings with the aim of defining new pedagogical methods particularly adapted to the needs and psychology of young people and adults, especially those of adult workers (both industrial and agricultural).

39. Whereas it is of utmost importance to adult education leaders and teachers throughout the world to have access to information about practices and research in the field of adult education, it was also considered that Unesco should strengthen its rôle as a clearing-house for information about adult education generally, with special emphasis on developments in the study and practice of life-long education.

Recommendations

39 bis. The Committee agreed on the following:

1. In order to facilitate and encourage research in Member States, Unesco was urged to help in: (a) the establishment of documentation and statistics centres in Member States; (b) the establishment of publication and translation units in Member States; (c) training in research methods.

2. Unesco should compile a directory of institutions that are engaged in research on adult education and make it available to all. Unesco should promote the exchange of information between centres of adult education.

3. Recognizing the growing significance, especially though not exclusively in the developing countries, of correspondence education, Unesco should stimulate research into correspondence courses devised specifically for adults and in conjunction with the mass media (radio, cinema, television and the written word) and direct teaching, in all kinds of individual or group situations. Likewise, Unesco should encourage research into the use of museums, libraries, theatres and other institutions valuable for follow-up activities which should be incorporated into specific projects as well as overall national programmes of adult education.

(iii) Leisure and adult education (Item 9.3 of the Agenda)

40. The Committee considered leisure-time problems related to other economic, social and educational aspects of life. The preparation for the use of free time (leisure) should therefore be viewed as an integrated aspect of continuing education at all levels of education.

Recommendations

41. The Committee also agreed on a few specific recommendations:

1. More information should be collected on how leisure time is being used now, both in developed and developing countries, and how it could be utilized more creatively and constructively. Unesco is urged to encourage the use of existing facilities, such as clubs, museums, organization for social tourism and educational institutions, as centres for the fruitful and creative use of leisure.

2. A centre similar to the one in Prague should be opened in a developing country to start research and experimental work.

3. In order to help men and women, regardless of their age or of the society to which they belong, to participate in the manifold activities of social and cultural life, steps should be taken, in co-operation with interested national non-governmental organizations, to develop the

training and advanced training of leaders, to whom legal status should be accorded as well as the facilities necessary for the performance of their tasks.

(iv) Major problems in the World Experimental Literacy Programme (Item 10.1 of the Agenda)

42. The Committee was informed, through the documentation put at its disposal and supplementary data supplied by the Secretariat, of the conditions under which the World Experimental Literacy Programme is being carried out, the problems raised by its implementation, and the perspectives for its expansion. The evolution of the Experimental Programme confirmed three general characteristics of literacy:

(a) Functional literacy - that is literacy considered as an intensive method of training people at work or in social and economic activities - constitutes a decisive factor and a dimension of development. Therefore literacy training of agricultural workers and their families should receive, in every development project, a part of the global investments.

(b) Functional literacy, with its many economic, educational, political, social, technical and pedagogical aspects, appears as an important and complex operation which requires the co-operation of many organizations, services and institutions, and calls for a great variety of means and methods of action. Therefore the Experimental Programme should be an occasion to draw up an inventory of the difficulties and problems raised by literacy, and should allow for the research needed to study them and find the ways to overcome or solve them.

(c) Literacy considered as a way to enrich the personality as well as an agent of changing the relationship between man and his "milieu", is fully significant only inasmuch as it inserts itself in a continuous process of raising the cultural and technical level of people and as it constitutes, so to speak, the first step of a life-long integrated education.

43. The Committee considered, in the second place, that the conditions under which the Experimental Programme is being carried out seem satisfactory, and it took pleasure in noting that the orientation which the analysis of the projects in execution has made apparent confirmed the validity of the hypotheses formulated at the Congress of Ministers of Education which met in Teheran in September 1965.

Recommendations

44. In order to promote the new pilot projects or to improve the execution of those under way, the Committee made the following recommendations:

1. As at the present stage of the Experimental Programme, following the preparatory period of the five first pilot projects, the most difficult

problem consists in the elaboration of and experimentation in original methods of functional literacy which respond to the needs of training adults engaged in productive work, there is an urgent need for:

(a) The preparation and publication of a guide on methods and pedagogv of functional literacy to be drawn from the current experiments and from the results, even though provisional, of research;

(b) The undertaking or promotion of research on pedagogic means and techniques of functional literacy and technical training of illiterate workers, especially of those methods based on the principle of combining and synchronizing the processes of acquiring and of implementing new knowledge;

(c) The study of the problems raised by the system's approach of audio-visual media in the functional literacy programmes; definition of the conditions of utilization of these media from the very stage of the conception and elaboration of the pedagogic methods and materials; undertaking of a critical inventory of the literacy experiments where audio-visual media are used, taking into account the technical possibilities of the micro-experiments of a number of pedagogic methods, with a view to evaluate their educational value.

2. It is particularly important to carry out and develop, in co-operation with universities and appropriate research institutions, the research activities and programmes and the micro-experiments undertaken or foreseen in the framework of the Experimental Programme. The Committee mentioned, in particular, a study on the relationship between literacy, on the one hand, and the transformation of mental structures, attitudes and behaviour, on the other.

3. The Committee emphasized the importance and difficulties of the linguistic problems raised by the implementation of literacy programmes and of scientific and technical acculturation, especially in languages other than the mother-tongue. As a consequence, it proposed: (a) to promote and to improve the methods of studying these problems, especially inasmuch as they relate to the passing from a mother-tongue to another language and to the difficulties of communication in a non-mother language, by creating or developing applied linguistics centres or institutes in multilingual countries; (b) to pursue the elaboration, with the co-operation of organizations and institutions concerned, of the linguistic materials necessary for literacy teaching in vernacular languages.

4. For the further organization of literacy pilot projects there is a necessity: (a) to take into consideration the special needs, in terms of literacy teaching and training, of certain minority groups which, because of racial, linguistic or other social or cultural conditions, are not fully integrated into the development of the society to which they belong; (b) to give women, either in courses and workshops available

to both men and women, or in those for women alone, a greater participation in the literacy projects, taking into consideration the often decisive rôle women play in the economy of most countries; (c) to carry out and develop the co-operation between the various Specialized Agencies (espeically ILO, FAO, WHO, Unicef and UNIDO) which must participate, along with Unesco, to the implementation of the Experimental Programme, by reinforcing the concrete steps which have already been taken in this direction by the organizations concerned, and by multipying, in particular, the inter-institutional meetings and consultations; (d) to improve the mechanisms of inter-ministry co-operation established in Member States engaged in literacy projects and to foresee the establishment of such co-operation where it does not exist as yet; (e) to entrust the international experts in pilot projects with the responsibility of developing and demonstrating ideas and methods and of training national literacy cadres; the teaching of literacy and the training of workers should preferably be carried out by the national specialists; to call, when necessary, in the countries which already have trained cadres, on the services of specialized consultants recruited for limited periods of time, and whose rôle would be limited to the training or further training of national specialists in those disciplines or techniques where there are serious deficiencies.

5. Regarding evaluation, which is the raison d'être of the Experimental Programme, the Committee drew attention to: (a) the need to give to evaluation the necessary means and personnel; (b) without questioning the necessity to integrate evaluation into the implementation of the pilot projects, to maintain between the evaluation teams and the other specialists of a project the distance necessary to guarantee the objectivity of the teams and the independence of their specialists; (c) the need to encourage comparative and concrete evaluation of the results obtained in the pilot projects by calling on national research institutions.

6. The Committee proposed to strive to increase the financial means earmarked for the Experimental Programme by calling in particular on the IBRD, on the regional banks for development and on all the international and regional organizations and institutions dedicated to aiding development (Colombo Plan, etc.).

(v) Trends and developments in literacy programmes in Member States (Item 10.2 of the Agenda)

45. Following a summary analysis of the results and shortcomings of the national adult literacy programmes, it was noted, in particular, that the national efforts engaged throughout the world with a view to develop and intensify adult literacy have begun to be influenced by the new trends apparent in the World Experimental Programme. The Committee noted with interest that these efforts show a general tendency to integrate literacy problems in the plans of education development and in global planning; that literacy tends more and more to become not only the concern of educators but that of all parties interested in

development; it noted further that, along with this evolution, new institutional structures are being created, in keeping with the multi-sectorial approach which has become a standing characteristic of literacy, and lastly, that in spite of the insufficiency of the global financial means and of the still dramatic discrepancy between the needs and the resources many Member States have managed to increase substantially the resources reserved to literacy.

46. The world food crisis, as well as the threat constituted by the rapid increase of population in food deficient countries, have led to an encouraging expansion and intensification of programmes of agricultural production and family planning. Both these tasks involve millions of farmers and rural families whose skills and capacity to use the complex technology of new agriculture and to follow family planning practices need to be developed through a well planned programme of functional literacy. In fact, in the present stage of motivation of agricultural workers, functional literacy has become a very meaningful and urgent task of adult educators as well as those responsible for promoting production and development.

Recommendations

47. Having taken notice of the increasing national literacy efforts, the Committee agreed on the following:

1. In view of the composite character of functional literacy, the training of agricultural specialists, rural extension workers, media experts, literacy experts, organizers belonging to non-governmental bodies and others concerned with the policy and programmes of functional literacy, should be planned with a view to co-ordination teamwork and promoting the desired link-up between work and literacy.

2. In order to increase co-operation and widen the efforts in this field, it was proposed: (a) to pursue current efforts in the direction of governments, interested organizations, institutions and public opinion, in order to enhance the importance and the necessity of literacy associated to the increase of production and productivity, and considered, therefore, as a factor of development; nevertheless, care should be taken not to underplay the breadth and the complexity of the problems involved; (b) to encourage and promote research aimed at defining the scientific and methodological basis of literacy work; (c) to increase financial resources invested in literacy programmes and operations, especially by calling on public and private concerns, on organizations engaged in development work and, more generally, on all intellectual, political, religious, economic and social forces of the countries concerned; (d) to strengthen the co-operation between the ministries, services and institutions which should participate or collaborate in the implementation of literacy projects, notably by creating national literacy committees or by increasing the means of those that already exist; (e) to study the possibility of creating national funds for the financing of increased activities on the part of non-governmental organizations in favour of literacy.

(vi) Experimental programme for the development of out-of-school institutions for young people (Item 11.1 of the Agenda)

48. The Committee noted with satisfaction the gradual but regular increase in youth activities in Unesco's programme since 1950. The International Conference on Youth, held in Grenoble in 1964, and the meeting of the International Committee on Youth, held in Paris, in 1965, established guiding principles for the transition from the intellectual elaboration stage to the operational stage.

49. It was particularly recognized that throughout the world there is a growing awareness that youth problems concern society as a whole, both now and in the future, and should be tackled only in a concerted fashion at national level. Therefore, all activities in this field should be conceived as forming a part of life-long education and as being integrated in the overall planning of education and the planning of development.

50. In view of the variety and complexity of youth problems and of the need to link them up with development targets, Unesco has adopted a realistic approach that should make it possible to organize activities corresponding to the real needs and aspirations of youth. This should be done with the indispensable co-operation of national and international youth and student organizations.

51. All members noted with great interest Unesco's long-term youth programme for encouraging the creation of out-of-school institutions and stimulating such activities as science education, physical and sports education and voluntary service, which offer young people the opportunity of playing an active part in the development of their country and in international co-operation.

52. The Committee considered that the experimental programme for the development of out-of-school institutions for youth should be given priority as it can help considerably to stimulate and develop youth activities. It noted the great diversity of the experiments undertaken in favour of youth in the different regions of the world. It recognized, however, that this frequently resulted in a dispersal of efforts and resources and a splitting up of youth that ran counter to the major national and international objectives. For that reason, the Committee emphasized that the first objectives of the experimental programme should be preliminary planning, the establishment of the institutions necessary for its implementation, and the co-ordination of the ways and means of carrying it out.

53. It was emphasized that the results to be expected from the experimental programme should make it easier for governments to elaborate a youth policy and to provide for the specialized national institutions needed for the organization and promotion of youth activities. In this connexion, it would be advisable to analyse the national experiences accumulated in the field of out-of-school youth education, with the help of national organizations concerned, and to publish a study of the results. The Committee thought that the programme should not be of a patronizing nature, but should rather be based on the true needs, interests and aspirations of young people, both at the time of its elaboration and during its implementation - in other words, it should make a functional and dynamic approach to the question. It therefore stressed that the young

people themselves, as well as national institutions and organizations such as trade unions, co-operatives and so on, should be consulted and actively associated in the implementation of the programme. It was also felt to be important that such co-ordination should be strengthened at the international level, particularly between the Specialized Agencies and the United Nations.

54. It seemed important that school and out-of-school activities should be integrated and that steps be taken - particularly in the developing countries - to ensure that young people not enrolled at school or not organized would be associated in the activities of the experimental programme. In this connexion, the Committee considered that priority should be given to the following sectors: youth not enrolled at school, youth enrolled at school and requiring training for work, unemployed youth and rural youth. The Committee stressed the rôle that all categories of young people can play in national programmes of development, as well as the need for training youth instructors and leaders. It felt that joint training could be devised and provided for within the framework of an adult training programme and specialized training for the activities in which future leaders will be involved.

55. Stress was laid on the need to provide an assessment of national situations before the launching of the experimental programme, as that would provide guidance for its evaluation and make it possible to take into account any changes which might occur during its implementation.

Recommendations

56. Having in view the importance of existing and future youth programmes, the Committee drew the attention to the following:

1. With regard to the rapid increase of the world youth population and the corresponding growing importance of youth work in out-of-school education, further emphasis should be put on Unesco's future youth programme.

2. Unesco should regularly inform Member States and international non-governmental organizations of the development and results of the experimental programme, which might play a decisive part in fostering and developing youth activities as an integral part of national policies and in line with the objectives of the international community.

3. Unesco and the other United Nations Specialized Agencies should co-operate closely in the implementation of the experimental programme and organize periodical inter-agency consultations.

4. Member States and organizations of the United Nations system should envisage specific forms of co-operation in financing the experimental projects; as such projects are linked up with the aims of development, they should be eligible for aid under the United Nations Development Programme (UNDP) and receive a greater share of Unicef's valuable contribution.

5. In addition to the experimental programme projects, Unesco should attend to and co-operate with other Member States wishing to develop out-of-school youth institutions.

6. Research and studies should be organized on the problems of the environments in transitional societies having a bearing upon youth attitudes and behaviour, and that such studies should be followed by some experimental programmes especially concerned with these problems.

7. In a number of transitional societies, the process of political and social modernization and the confrontation of traditional cultural values and expressions on the one hand, and the new and unsettling cultural values and forms spread by modern mass media on the other hand, is subjecting youth to a traumatic experience with far-reaching implications. These are serious enough to warrant careful and urgent study and research at the initiative of Unesco and with the co-operation of Member States and research institutions. Such studies and research should not be confined to the exploration of causes and analysis but should also seek solutions that would enable young people to understand and go ahead with change without losing a sense of confidence in and appreciation of inherited and continuing, local cultural forms and values.

(vii) <u>The rôle of and co-operation between governmental and non-governmental organizations in the field of out-of-school youth education</u> (Item 11.2 of the Agenda)

57. The Committee agreed that this item of the agenda concerned one of the major problems now arising throughout the world in regard to the formulation and implementation of a youth policy. The reciprocal responsibilities of governments and non-governmental organizations for the development of youth activities should be studied in detail in order to ensure the co-ordination of activities at the different levels.

58. It was also noted that there were a number of different trends in the various countries in regard to the implementation of youth programmes: (a) programmes concentrated at governmental level with which non-governmental bodies are not associated or are associated only to a minor extent. This leads to discontent among the young people who want to participate freely, through the organizations which they have set up, in the formulation of a policy which concerns them personally. (b) youth activities undertaken more or less sporadically by non-governmental organizations without co-ordination at national level or participation at governmental level and which therefore cannot meet the countries' needs; (c) programmes in which government departments and non-governmental organizations join in a common effort.

59. It was suggested that Unesco give its full attention to the development of this process, since it can do a great deal in the way of co-ordinating and stimulating, whilst at the same time respecting the particular characteristics of each country.

60. The Committee was of the opinion that a policy for youth should in general be established at national level; governments and non-governmental organizations should participate jointly in the formulation and application of such a policy. Similarly, co-operation at international level is proving increasingly necessary in order to ensure the exchange of information on trends and achievements which can be used to establish concepts and programmes more in line with young people's aspirations and national objectives.

Recommendations

61. The Committee recommended:

1. That Unesco approach Member States to encourage the planning of youth programmes at the highest governmental level.

2. That Unesco invite Member States to consider the establishment of an advisory body representing public and private organizations, business and industrial firms, trade unions, co-operatives and all institutions concerned with youth training, and to associate non-governmental organizations in the planning and implementation of youth policy and programmes.

3. That Unesco and Member States consider the possibility of introducing joint training programmes to be run by those in charge of governmental and non-governmental youth services, and that governments offer training facilities to the leaders of the non-governmental organizations.

4. That Unesco and the United Nations Specialized Agencies, in co-operation with the international non-governmental organizations, take into account and learn more about the many idfferent national situations, the needs and objectives, which vary from country to country, and that, in implementing their youth programmes, they encourage the co-ordination of governmental and non-governmental efforts. The whole range of these programmes should be based on recognition of the vital part which young people want and ought to play in the renovation and development of our society.

5. More particularly, that Unesco, the United Nations and its Specialized Agencies, within the framework of their respective programmes and in closest co-operation with one another and with the international non-governmental organizations, do their utmost to help the different countries undertake concerted action in the matter of planning, personnel training and the implementation of their youth programmes.

(viii) The holding of an International Youth Friendship Week on the occasion of United Nations Day (Item 11.3 of the Agenda)

62. The Committee noted with approval the idea of organizing an International Youth Friendship Week as first conceived at the International Conference on Youth in Grenoble and later adopted by the General Conference at its fourteenth session. It was unanimously felt that such an event might further promote youth's interest in participating in national development and international co-operation, and also focus public attention on the concerns of young people. Moreover, it was thought that the "Week" might encourage the contribution of young people to the realization of the aims of the Second Development Decade.

63. It was stressed, however, that such an "International Week" would require considerable preparation. In addition, the fact was mentioned that numerous "Days" and "Weeks" connected with a multiplicity of problems already are being observed each year. Consequently, there is the danger that the proposed event might not achieve its objectives unless associated and integrated with existing programmes involving young people. It was thought that, in this way, the "Week" might give greater impact to these programmes.

64. There was a consensus of opinion that governmental and international non-governmental organizations should be consulted on this matter before any preparatory work is undertaken. Such consultation was thought advisable since these organizations may be planning to carry out activities likely to be co-ordinated with the "Week", and also because they possess valuable knowledge and experience in organizing similar events. It was also suggested that various international youth events be used by Unesco to disseminate the idea of holding the International Youth Friendship Week, with a view to ensuring maximum success as well as active participation of wide sections of youth in the "Week". Co-operation with the United Nations and other Specialized Agencies concerned was also considered indispensable.

65. It was agreed that any theme given to the "Week" should be concrete, timely and of common interest. The general idea of the "Week" should refer to peace and international understanding, to the rôle and responsibility of youth, and to the principles laid down in the United Nations Declaration on Youth which should serve as guidelines for various events during the "Week". Nevertheless, the specific theme might be devoted, for instance, to problems concerned with racial prejudice.

66. At the same time, the Committee highly appreciated the fruitful efforts already made by Unesco and Member States to implement the provisions of the Declaration of the United Nations on the promotion among youth of the ideals of peace, mutual respect and understanding between peoples.

Recommendations

67. Bearing in mind the importance of such an event, the Committee made the following recommendations:

1. Given the complex preparatory work envisaged, International Youth Friendship Week should be held in 1970. It was also considered more significant to hold the event in that year in view of the start of the Second Development Decade.

2. On the basis of experience gained and of results achieved, the possibility should be stuided of making International Youth Friendship Week a regular, though not necessarily yearly, event.

3. Governments should be called upon to undertake activities related to International Youth Friendship Week in close co-operation with, and with the support of, non-governmental organizations.

VI. FUTURE MEETINGS OF THE COMMITTEE (Item 14 of the Agenda)

68. The Committee recommended that:

(a) when planning future meetings of the Committee, Unesco give consideration to establishing sub-committees, within the framework of the Statutes, on specific problems such as research, evaluation and planning;

(b) when planning future meetings of the Committee, a shorter period be allocated for the initial plenary session, with a longer period for the meetings of the sub-committees.

69. The Committee recommended that, in view of the need for continuing exchange of information between its members for the purpose of pursuing the Committee's work, every effort be made to keep them in close contact with each other through Unesco; in addition, members should endeavour to maintain contact with each other through their own National Commissions for Unesco. This would facilitate a closer liaison between National Commissions regarding the programmes which fall under the competence of the Committee.

70. The selection of retiring members was made by the Secretariat on behalf of the Director-General by the drawing of lots in a manner agreed to by the Committee. In keeping with the terms of the Statutes, the following Members were elected for a four-year period, while the other members will serve only for two years: Miss Suad I.Ahmed, Mr. Htun Aung, Mrs. Phebe Ward Bostwick, Mr. Ali Bouzid, Mr. Jean Bruck, Mr. Philippe Dechartre, Mr. Jozsef Fekete, Mr. Aurel Ghibutiu, Mr. Marco Antonio Rocca, Miss Leticia M.H. Stuart, Mr. Veseljko Velčić, Mr. Valentin Vasilenko.

APPENDIX 1

AGENDA

1. Opening by Director-General

2. Election of Chairman

3. Adoption of rules of procedure

4. Establishment of Sub-Committees

5. Election of Vice-Chairmen and Rapporteur-General

6. Review of work of Unesco in the field of adult education and youth activities in programme periods 1965-1967

7. A consideration of the impact of the concept of life-long integrated education on adult education, youth activities and literacy programmes

8. Preparation of future programme for out-of-school education 1968-1970

9. Agenda for Sub-Committee on Adult Education

   9.1 New trends in adult education and their implications for Unesco's programme

   9.2 Unesco's rôle in the field of research relating to adult education (priority areas; organization; methodology)

   9.3 The relationship between leisure in industrialized countries and developing countries, and the implications for adult education

10. Agenda for Sub-Committee on Literacy

    10.1 Major problems in the world experimental literacy programme

    10.2 Trends and developments of literacy programmes in Member States

11. Agenda for Sub-Committee on Youth Activities

    11.1 Experimental programme for the development of out-of-school institutions for young people

    11.2 The rôle of, and co-operation between governmental and non-governmental organizations in the field of out-of-school education

11.3 The holding of an International Youth Friendship Week on the occasion of United Nations Day

12. Consideration of reports of Sub-Committees

13. Adoption of the report of the Committee

14. Suggestions for future meetings of the Committee

APPENDIX 2

Opening address by the Assistant Director-General for Education, C.Flexa-Ribeiro

Ladies and Gentlemen,

It is a great pleasure for me to welcome you here on behalf of the Director-General. He was very anxious to attend this first meeting of the Committee, but unfortunately his duties have obliged him to leave Paris. I would first extend my greetings to the members of the Committee. Thank you very much for having found the time, in the midst of your many occupations, to take part in one of the important activities of our programme. We expect great things of your participation and you may rest assured that we shall devote the closest attention both to your debates and to the substance of your recommendations. In this connexion, the part which has been played in the preparation of our programmes and the conduct of our activities by the committees which preceded this one in the three fields of adult education, youth and literacy work will surely encourage you to show boldness and imagination in the formulation of your comments and proposals.

I should also like to thank the forty non-governmental organizations which are represented here by observers. Their presence testifies to the interest taken by the organizations concerned in this part of our programme. We consider their moral and intellectual support essential, not only because of their contribution to our thinking and planning, but also because they form a natural and powerful link with those organized elements of the national populations for which our programmes are devised.

My thanks also go to the observers of the intergovernmental organizations and representatives of the United Nations and the Specialized Agencies. We particularly appreciate the support of the latter at a time when our two great experimental programmes are taking shape.

The Committee holding its first meeting today in pursuance of resolution 1.41 of the Organization's programme for 1967-1968 is a new one. By and large, these are not the same men and women as those who have served on previous committees. Its name is also new. We have called it a Committee for Out-of-School Education. I admit that this expression "out-of-school" is not entirely satisfactory. To start with, it has a negative ring, defining its subject in terms of what it is not, rather than of what it is. Furthermore, it suggests that adult education has no connexion with school, which is untrue. However, for want of a better term we use it as being the only one befitting the new presentation of those activities in our programme which fall outside the traditional and formal framework of school, college and university. This Committee should be new above all in spirit.

As with all living organisms, the whole is greater than the sum of the parts. The concern of this Committee is not literacy work, plus adult education, plus youth, but an overall, balanced conception of the educational processes which take place in the life of the adult at the different stages of his development. Since the creation of the Adult Education Division at Unesco, we have constantly sought to reconcile two aims which are ostensibly contradictory but are in fact complementary and auxiliary. The first is to take into account the special features, disparities and different degrees of development both of adult education and of the societies in which it operates. The second is to ascertain the common features of out-of-school education programmes, to promote the flow of ideas and the exchange of experience, to contribute to the establishment of a single corpus of thought on the subject which can help towards a realization of the importance of this form of education and serve as a guide to administrators and educators in shaping their policy.

I do not propose here to describe all our different projects in this field. In any case, they exceed by far the limits of the adult education programmes within the Education Sector. Sometimes the distinguishing feature is the type of people for whom they are designed, women for example; sometimes the subject matter - art education, scientific training, cultural development, use of leisure and many others; sometimes it is the institution - and here I am thinking mainly of the work of libraries, museums, the press, radio and television, universities, and so forth.

Two sectors of this vast field deserve very special attention: young people and illiterate adults. For each of these sectors, the Organization has prepared an experimental programme whereby we hope to make a decisive contribution to the solution of the relevant educational problems. It should be pointed out, however, that there is an essential difference between these two categories. One, youth, is not in itself a problem but a permanent feature of the world, essentially a positive one, providing as many answers as it raises questions. The same is not true of illiteracy, which is a transient phenomenon that we are all trying to eliminate as quickly as possible. At all events, our interest in these two problems in recent years has resulted, in particular, in the creation of an advisory committee on the model of the more general committee which, under various names, has functioned regularly since 1950. As these two bodies now disappear to make way for a different type of committee I should like to emphasize how helpful they have been to Unesco in the preparation of its programmes and, outside of Unesco's own activities, to all educators engaged in work with young people and in the struggle against illiteracy.

If the work of these committees has been beneficial, then why are they being discontinued? This is quite a natural question to ask, and our answer is, firstly, that continuity has been maintained. As you know, you are being divided into three sub-committees in accordance with your special interests and qualifications. One of the sub-committees will continue the research of the committee on literacy; the second will concern itself with youth activities, the third, in the general context of adult education, will devote its attention to a certain number of particularly topical subjects.

At the same time it seemed to us essential that the specialists should not go their own separate ways but, on the contrary, should help each other to see their way clearly among their aims and projects, that each should add to the range of vision and experience of the others. It is in any case increasingly obvious that the concerns common to all sectors dealing with out-of-school education are far more important than those features which distinguish one sector from another. It is, for instance, inconceivable that the results obtained by youth movements in the matters of group education, scientific training or research into the educational value of sport should not be of benefit to all adults who at different stages in their lives come across the same situations and problems. Leisure too, although it varies from one social environment to another, raises similar problems at similar levels of economic development. Literacy work also has everything to gain from adult education projects and from the considered opinions of those engaged in it as organizers or administrators. Is it not in any case one particular form of adult education? Is not the very reason for its existence that it should help a particularly under-privileged category of adults to grow to their full stature as individuals, as producers and as citizens? Recent developments in literacy work will give adult education as a whole fresh impetus, enrich certain aspects of it and shed new light on the principles which underlie it. Would it not be a good idea, for example, to apply the ideas of "functional" and "selective" with greater force and coherence than in the past to a large number of adult education and training schemes in the many different fields in which the latter are being carried out?

You will, I am sure, be guided in your work by the will to find as balanced a compromise as possible between the tendency to differentiate programmes and the necessity of preserving their universal character. We expect great things from your discussions and recommendations. The framework of your deliberations is already outlined by the sequence of items on the agenda. Each of the subjects with which you are about to deal is, to our minds, of great importance. There is no need for me to emphasize the place which adult literacy work occupies in our programmes and those of the United Nations. Our objectives are now clearly fixed. So are the principles of the work to be done and that work is already well under way in our various projects. I may recall that 51 countries have requested Unesco technical assistance and that study missions have visited 31 countries. Seven projects have been approved by the UNDP Governing Body - in Algeria, Ecuador, Ethiopia, Guinea, Iran, Mali and Tanzania. A literacy component has been introduced into an FAO agricultural development project in Syria, and the Government of Venezuela is carrying out a pilot project financed entirely from domestic resources. Other projects will start in 1968, probably in the Sudan and Madagascar. As concerns methods, we are more at the stage of questioning and investigation. Our various services have started to assemble documentation, and an interdisciplinary committee for research on methodology has been set up. The object will be to produce working papers and a publication. What we need most, however, is precise and detailed information on what is being done by Member States and the non-governmental organizations. You will greatly help by letting us have any information at your disposal and by showing how we can improve our documentation.

Looking at out-of-school education as a whole, what is most striking is the rapidity with which it has changed in iits forms and contexts. Between Elsinore and Montreal, i.e. in ten years, everything, down to and including definitions, changed. There was a swing from the idea, live but narrow, of a liberal education, specialty of the non-governmental organizations, to a broader vision embracing all aspects of the personality, including that of the human being as producer, and depending to a considerable degree on State support. Since Montreal, progress has further continued. The domain of education has been extended to take in new areas. I am thinking particularly of the importance assumed in these latter years by re-training and in-service programmes, by the gradual extension of leisure in industrial societies, by public and private investment in cultural development, and by the application of planning to education in general.

This enumeration is by no means exhaustive. You will, I am sure, add to it when you come to examine new trends and you will help us to place and analyse them. I myself see two major trends. The first is the introduction of the scientific spirit in out-of-school education. Our knowledge of man is constantly changing and constantly enhanced. The conquests of psychology and sociology are so many that we have lost count of them. Our vision of man and his evolution, of his relations with the world, physical and moral, have been radically altered by the writing, of dialectical, existentialist and structuralist philosophers. Could education really fail to notice these happenings, these new approaches to the phenomenon of man? In fact, as you very well know, education cannot just continue under the cloudless sky of traditional ideas. It has responsibilities towards society, towards the renewal of learning, towards the progress of ideas. Like other facets of existence, it must inevitably reconcile its manners and approach with solid scientific fact and the scientific spirit.

And surely it is this scientific spirit, in its full dimensions with its scope, vitality and its conquests, that supports the undertakings and research we group together and call lifelong education. The scientific spirit challenges, questions. Nothing is sure or established, all is open to question; no certainty is definitive, unless it be the combination of method with love of truth. Men must learn how to become, agree not to seek an absolute for dwelling-place, but, radically, accept the relative.

Lifelong education is both the logical support and the logical end of planning. Hitherto it has not so much been education which we have tried to plan as teaching. Calculations and projections were made for primary, secondary and university education, but the periods following compulsory schooling and vocational training were nearly always neglected, as if education ended when the last teacher gave his final lesson. It can surely be argued on the contrary, that it is only then that the full scope and significance of education become apparent. This being so, it is high time that planners at all levels took all periods of life into consideration and planned to satisfy from childhood and adolescence onward the changing adult's lifelong need of study, information and education. This would radically affect the content of the initial

education, the way in which the different stages and structures of education hinge together, and the nature and spirit of the methods.

Every national education system, its aims, structures and methods, must inevitably be reorganized from top to bottom. You who are specialists in out-of-school education know better than anyone how closely the success, indeed the feasibility, of a great many of your projects depend on the way in which your adult pupils have been brought up, trained and educated in their early years. This being so, is it possible that you who have this noblest of all missions - to help men to live better and in order to do so to think better, to feel better and to find in continual self-improvement solid reasons for living - is it possible that you would deliberately ignore the main obstacle, i.e. the deviations or inadequacies of the initial education? We have reached a point where our vision of education must be comprehensive, or fail. This means that you must be present and must make your presence felt at every stage of current activities. Curricula, methods, school buildings, teacher-preparation, cultural development plans, the proper use of funds - none of these can be worked out, co-ordinated or planned without the active participation of specialists in out-of-school education. For the present you are going to study the impact of lifelong integrated education on the three sectors with which our specialized services are concerned: literacy, youth and adult education.

Your discussions and conclusions will have an immediate outcome. This coming July, a symposium on the concept of lifelong integrated education will be held at Unesco. We shall call upon specialists of acknowledged eminence, in their views and in their qualifications, in science, philosophy, art, administration and education. Through this interdisciplinary discussion, we expect the symposium to throw light upon the fundamental reasons why education must be reorganized on the lines of lifelong integrated education; they will tell us upon what conditions the success of this major enterprise depends, what route the agents of these reforms, each in his own place, must follow, what main forms these reforms should take, and what specific contribution each of the sectors concerned can make in building the new edifice.

Your views and recommendations in this committee will greatly help us in preparing the symposium, and will find a natural place in this joint elaboration of the theses and guiding principles we all need in order to meet effectively the major challenge to our age which education presents.

APPENDIX 3

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

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*This member of the Committee was unable to be present/
Ce membre n'a pas pu assister au comité

(b) Observers/Observateurs

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From Intergovernmental organizations/Des organisations intergouvernementales

Commonwealth Secretariat	Mr. A.W. Wood
Council of Europe Conseil de l'Europe	Mr. Lionel de Roulet
Ibero-American Office of Education Bureau d'Education Ibéro-Américain	Mr. O.Herrera Palacios
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Organization for Economic Co-operation and Development Organisation de Coopération et de Développement Economique	Mr. Ter-Davtian

From international non-governmental organizations/Des organisations internationales non-gouvernementales

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Catholic International Union for Social Service	Mrs. M.Cassagne
Union catholique internationale de service social	Mrs. N. Frances
Commission of the Churches on International Affairs Commission des églises pour les affaires internationales	Dr. T. Gill
Friends World Committee for Consultation Comité consultatif mondial de la société des amis	Tony Clay
International Alliance of Women Alliance internationale des femmes	Mrs. A.Lehmann

International Association of Universities Association internationale des universités	Mr. D. Aitken
International Confederation of Free Trade Unions Confédération internationale des Syndicate libres	Miss A. Camusol
International Congress of University Adult Education Congrès international de l'enseignement universitaire des adultes	Mr. E. Townsend-Coles
International Council on Social Welfare Conseil international de l'action sociale	Mrs. G. d'Autheville
International Council of Women Conseil international des femmes	Mrs. R. Lelièvre Miss F. Gouin
International Council of Social Democratic Women Conseil international des femmes social-démocrates	Mrs. J. Brutelle-Duba
International Federation for Parent Education Fédération internationale des écoles de parents et d'éducateurs	Mr. A. Isambert
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International Film and Television Council Conseil international du Cinéma et de la Télévision	Miss L. Harari

International Music Council Conseil international de la Musique	Mr. A. Ehrmann
International Movement of Catholic Agricultural and Rural Youth Mouvement international de la jeunesse agricole et rurale catholique	Mrs. A.M. Catherin
International Social Science Council Conseil International des sciences sociales	Mr. E. Raynaud
International Student Movement for the United Nations Mouvement international des étudiants pour les Nations Unies	Mr. R. Harmston
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League of Red Cross Societies Ligue des sociétés de la Croix-Rouge	Mr. C.A. Schussolé
Pan Pacific and Southeast Asia Women's Association	Mrs. S.R. Munyan
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World Assembly of Youth Assemblé mondiale de la jeunesse	Mr. P. Dijkstra
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World Confederation of Organizations of the Teaching Profession Confédération mondiale des organisations de la profession enseignante	Mr. E. Ebert
Women's International Democratic Federation Fédération démocratique internationale des femmes	Mrs. C. Boisseau

World Federation for Mental Health Fédération mondiale pour la santé mentale	Mr. A. Isambert
World Federation of United Nations Associations Fédération mondiale des associations pour les Nations Unies	Kie Fullerton
World Federation of Trade Unions Fédération syndicale mondiale	Mr. M Gastaud Miss J. Lévy
World Federation of Scientific Workers Fédération mondiale des travailleurs scientifiques	Dr. T.G. Bonner
World Federation of Democratic Youth Fédération mondiale de la jeunesse démocratique	Mr. B. Blears
World University Service Entraid universitaire mondiale	Mr. M. Gouault

(c) United Nations Specialized Agencies/Agences spécialisées des Nations Unies

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Unicef	Mr. M. Fombrun
United Nations Nations Unies	Mr. P. Kuenstler
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Mr. P. Lengrand, Chief, Adult Education Division
Miss R. Lazarus, Adult Education Division, Secretary of the Committee
Mr. G. Mouton, Chief, Literacy Division
Mr. P. Vagliani, Chief, Youth Activities Division
Mr. H. Cassirer, Chief, Division of Use of Mass Media in Out-of-School Education
Mr. E. Fulchignoni, Chief, Creative Art and Literature Section.

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